

CARMONDEAN PRIMARY

SCHOOL IMPROVEMENT PLAN



2016 / 2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures
Deans Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
Impact of numerous staff changes
Possibility of an HMI inspection
New school Games Hall

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Better Outcome agreement
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
OECD recommendations
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Building the Ambition
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
1+2 languages

Our Vision

We aim to work in partnership to create an inclusive and nurturing environment within which children become respectful and respected, resilient, motivated, ambitious and compassionate, and who enjoy and accept challenge to acquire new skills, preparing them for each stage of their life in an ever changing society. We will use the four Scottish values of Integrity, compassion, Wisdom and Justice to underpin the values of Honesty, Loyalty and Tolerance.

Our Aims

Learning and Teaching

To embed teaching and learning within a curriculum which incorporates the design features of Curriculum for Excellence, namely:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

To design challenging activities within that curriculum which will develop the four capacities of Curriculum for Excellence, and encourage perseverance, independence and resilience and prepare children for the 21st Century and for lifelong learning.

To provide learning and teaching experiences of the highest quality, which are underpinned by educational research, sound pedagogy and best practice.

To provide challenge and support for all children to enable them to do their very best to meet their potential.

Vision and Leadership

To have a vision for the school which is inspiring, ambitious, attainable, embedded in current educational thinking and to which all stakeholders are fully committed.

To improve outcomes for learners through individual and shared reflection, accurate self-evaluation and the collection and analysis of a wide range of data to inform progress.

To continually monitor impact of our improvements to shape the future direction of the school.

To promote and encourage positive relationships with pupils, staff, parents, the local community and all stakeholders.

Partnership

To build partnerships which genuinely involve parents and carers and build relationships which are positive, supportive and impact children's learning.

To seek the views of parents and partners in improving our school through direct (for example, Parent Council/PSA) and indirect (questionnaires, parent/teacher consultations) means.

To promote the school as the centre of the local community and to make links which will enhance learning and teaching.

People

To utilise a motivated and highly trained teaching force whose knowledge and skills are current and innovative and who are fully committed to updating their skills through professional learning.

To continually improve the confidence, effectiveness and quality of all staff through a robust programme of professional review and development and quality improvement.

To encourage an active and effective pupil voice by providing opportunities for learners to meet, discuss school issues and take responsibility.

Culture and Ethos

To promote a culture of fairness and equality which allows children to develop tolerance, fairness, courtesy, care and compassion.

To build self-assurance and self-esteem through the recognition and celebration of attainment and achievement.

To build and follow a curriculum which actively promotes inclusion and respect for the environment and global citizenship.

To maintain a positive and nurturing culture where children can be confident, where they will be supported to reach their goals and to overcome any barriers they may face.

To provide experiences which raise pupil awareness of the rights and principles of the United Nations Convention on the Rights of the Child.

Session	Area for Improvement	3 Year Strategic Plan Outcomes
2015/2016	Raising Attainment – Numeracy and Mathematics - To improve learning and teaching in mathematics by using curriculum pathways to guide progression through and between levels at an appropriate pace and level of challenge for each learners and build upon work done on mental calculation at school and cluster level.	<ul style="list-style-type: none"> • To make staff familiar with West Lothian Progression Pathway in Mathematics. • To make planning for maths consistent throughout the school. • To use the Pathway to plan for progression. • To evaluate and track progress of implementation. • Greater staff awareness of progression in learning and teaching of mathematics. • Raised attainment.
	Raising Attainment – Assessment – To agree upon a common methodology of assessing children’s progress in identified curricular areas within the Broad General Education based on the Significant Aspects of Learning.	<ul style="list-style-type: none"> • To gain a clearer understanding of current assessment practices in Expressive Arts, Religious and Moral Education, Sciences, Social Studies and Technologies. • To match assessments with the Significant Aspects of Learning. • To create an initial variety of assessment tasks as exemplars. • To agree a workable common methodology for assessing in all identified curricular areas. • To produce a sustainable Assessment Policy.
2016/2017	Excellence through raising attainment and achieving equity – Technologies – ICT to enhance learning, craft design, engineering and graphics contexts for developing technological skills and knowledge.	<ul style="list-style-type: none"> • Develop digital literacy progressively across the curriculum. • Develop a progressive programme of skills across the levels. • Develop progressive plans across the levels. • Develop skills, knowledge and understanding using tools equipment, software and materials. • Develop staff confidence and expertise in line with a progressive programme of skills. • To enhance children’s problem solving abilities. • To have a written policy for Technologies.
	Excellence through raising attainment and achieving equity – To improve the ethos of Carmondean Learning Community to better reflect our vision and values	<ul style="list-style-type: none"> • A classroom culture which establishes the conditions necessary for effective learning and teaching to take place. • Improved school and classroom routines. • Schools and classroom rules are more explicit. • That staff and pupils have ownership of and investment in improved ethos. • Increased mutual respect between staff and pupils. • Improved House system.
2017-2018	Excellence through raising attainment and achieving equity – Health and Wellbeing	<ul style="list-style-type: none"> • Audit current practice against the Health and Wellbeing toolkit • Update and improve our Health and wellbeing programme in line with Curriculum for Excellence
	Excellence through raising attainment and achieving equity – Introduction of Big Maths to improve mental calculation	<ul style="list-style-type: none"> • Evaluate the Big Maths resource • Staff training • Implement Big Maths throughout the school

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: Technologies – ICT to enhance learning, Craft design, engineering and graphics contexts for developing technological skills and knowledge					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom? how?
1. Develop Digital Literacy progressively across the school.	1. Develop a shared understanding of what Digital Literacy looks like and what should be included within the definition.	All staff	September 2016	1 x CAT session	SLT written responses to the set task
2. Develop a progressive programme of skills across the levels.	2. Investigate current developments in educational technology and glean skills and activities that we can provide and develop using the technology equipment we have.	ICT Improvement Team	October 2016	2 x Improvement Team meetings	DHT list of approved skills and activities
3. Develop progressive plans across the levels.	3. Decide on a progression of the agreed skills and activities from Nursery to Primary 7.	All staff	November 2016	1 x CAT session	ICT Improvement Team Progression Chart
4. Develop skills, knowledge, and understanding using tools, equipment, software and materials.	4. Decide on an appropriate format for new plans which show breadth, challenge and application.	ICT Improvement Team	November 2016	2 x Improvement Team meetings	SLT Booklet Plan for use across the school
5. Develop staff confidence and expertise in line with a progressive programme of skills.	5. Refresh existing Technologies plans to take account of developments in technological skills and knowledge.	All staff	December 2016	1 x In-Service day + 2 x CAT sessions	SLT bank of plans
6. To enhance children's problem solving abilities.	6. Refresh the manual skills overview in line with technological developments in the 21 st century.	All staff	January 2017	Manual Skills sub-committee	All staff to agree format and content
7. To have a written policy for Technologies.	7. Provide regular opportunities for learners to develop breadth, challenge and application of skills by putting new plans into practice.	All staff	April 2017	Normal classroom activities	SLT Classroom Observation, talking to children and staff, examining pupil work
	8. Continuous professional development opportunities for staff, for example, team teaching, peer support and observations, professional dialogue, CPD.	ICT Improvement Team and Stage Partners	June 2017	Teachers' own CPD	Peers – commenting on each other's implementation of new plans
	9. Create challenges which must be done using technology and the new skills being developed.	All staff	February 2017	2 x CAT sessions	SLT – a collection of suitable challenges for assessment
	10. To write a Technologies policy.	ICT Improvement Team	June 2017	1 x ICT Improvement Team meeting	ICT Improvement Team

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)

1. Has a definition of 'Digital Literacy' been agreed and shared?
2. Have current developments in ICT education been researched and an appropriate range of skills identified?
3. Have new plans been created which take account of the identified progression of skills and the equipment available?
4. Are staff more confident in teaching Technology skills in ICT, CDT, Engineering and Graphics appropriate to their stages?
5. Are our learners developing the agreed progression of skills at the appropriate stages?
6. Have we provided experiences in the technologies which will encourage problem-solving?
7. Has a technologies Policy been written?

Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)

1. Definition recorded and included in Technologies Policy.
2. Report back from ICT Improvement Team.
3. Monitoring of classroom practice and children's learning recorded by SLT.
4. Pre- and Post- CPD Attitude survey, Pupil experiences, stakeholder views.
5. Learners' Journals, assessment weeks, teacher judgement.
6. Responses to Challenge situations which show breadth, challenge and application.
7. Policy written, agreed and implemented.

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: To improve the ethos of Carmondean Learning Community to better reflect the vision and values.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom? how?
1. A classroom culture which establishes the conditions necessary for effective learning and teaching to take place.	1. Establish a shared understanding of what a positive school and classroom cultures looks like, sounds like and works like with staff and pupils.	All staff	August 16	In-Service 1 CAT 1	SLT and all staff
2. Improved school and classroom routines.	2. Create and implement a whole school Code of Practice to optimise the conditions for effective learning and teaching.	SMT	September 16	SLT meeting	SLT and all staff
3. School and classroom rules are more explicit.	3. Review existing school and classroom rules and routines and come to an agreement on which are effective and will be adhered to. Review the school's behaviour policy and have regular opportunities to discuss experiences.	All staff	Ongoing	CAT 2	SLT and all staff
4. That staff and pupils have ownership of and investment in an improved ethos.	4. Update school Charters (classroom, playground, dining room) and revisit Classroom Charters termly. Use the selected articles within the Charters to create specific school and classroom rules and routines.	All staff Pupils Parents	Ongoing	RRSA committee meetings CAT 3 Staff Meetings	SLT and all staff
5. Increased mutual respect between staff and pupils.	5. Revisit the principles of Rights Respecting Schools and embed this in everyday practice.	As above	As above	As above	As above
6. Improve the House system.	6. Review the current school House system to identify strengths and plan for future development.	As above	Ongoing	Ongoing CAT session 4 Staff Meetings	As above

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)

Has a more positive ethos been created which has sustained and enhanced a motivating environment for effective learning?
 Have the changes we have made improved the ethos of our learning community?
 Have staff sufficiently high expectations of all children?
 Does our school community have ownership of our vision, aims and values?
 Does our Code of Conduct reflect our vision, aims and values?
 Are our learners motivated and engaged in all aspects of school life?
 Do all staff understand their role and responsibility in creating and maintaining a positive ethos?
 Has there been an increase in the level of respect across the whole school community?

Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)

Reduction in the time spent by pupils losing earned reward time.
 Regular monitoring each classroom's organisation.
 Pupils and staff working positively and purposefully.
 Collect the views of all stakeholders.
 Code of Conduct created and adhered to.
 Greater engagement in the House System at all levels.
 Class Charters working in line with the Code of Conduct.
 Children moving around the school appropriately, for example, a quality line.

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
• Maths Recovery	HT and trained staff	HT
• 1 + 2 Languages	Mrs Jamieson	DHT
• ECO	Mrs Tully	PT
• Spelling and Grammar	Staff Group	DHT and PT
• School Hall	HT	HT
• Assessment week	DHT	DHT
• Building the Ambition	The Nursery Team	HT
• GIRFEC	SLT	HT and DHT
• Improvement Teams	SLT	HT and DHT
• Learners Journals	Mrs Jamieson	PT